Form 1 - Application Cover Sheet

Fiscal LEA: Iron

Fiscal LEA Superintendent Name: Steve Baker

Fiscal LEA Superintendent Signature:

Signature Date: Jan 27, 2003

Primary Contact Name: Cory Stokes

Primary Contact Telephone: 435-586-2865

Primary Contact Fax: 435-586-2868

Primary Contact E-mail: corys@m.sedc.k12.ut.us

Grant Category:

____ Professional Development for Technology Leadership
_X__ Infrastructure Improvement and Technical Support
____ Classroom Models for Inquiry-based Student Access

Grant Type:

____ Single LEA
__X__ Partnership

Amount Requested: $ **$249,913.00**

Form 2 - Participant Details

LEA/Organizations

LEA/Organization Name	Benefit/Service to Grant	Date EETT Assurances Signed by Superintendent	LEA Percentage or Number of Students in Poverty	LEA EETT Formula Funds per student Amount	Percent of LEA EETT Formula Funds Transferred to Other Programs
Iron District	Will provide computer labs at Cedar High for Boot-Up Camp; will train at Boot-Up Camp and support CyberCorps throughout the year. The district's EETT flow through funding is allocated directly to technology and will have a direct effect on CyberCorps.	1/28/2003	17.33%	$4.32	0%
Washington District	Will train at Boot-Up Camp and will support CyberCorps throughout the year. The EETT flow through funding is allocated directly to technology and will have a direct effect on CyberCorps.	7/16/2002	14.83%	$3.64	0%
Kane District	Will support CyberCorps leaders and students; help set up training and coordinate all training activities that the schools need. In two schools, the district will release the leader for one period per day.	1/72003	19.92%	$6.21	0%

Garfield District	Will train at Boot-Up Camp and support CyberCorps throughout the year. The EETT flow through funding is allocated directly to technology and will have a direct effect on CyberCorps.	7/13/2002	16.57%	$4.53	0%
Beaver District	Will use 50% of the EETT formula funds to support CyberCorps; support staff will support the program.	8/25/2002	13.69%	$3.15	0%
Millard District	Will train at Boot-Up Camp; support CyberCorps throughout the year. The EETT flow through funding is allocated directly for technology and will have a direct effect on CyberCorps.	9/13/2002	15.16%	$4.57	0%
Carbon District	Will train at Boot-Up Camp; support CyberCorps throughout the year. 30% of the EETT formula funds will be used to provide district training for the program.	7/19/2002	16.95%	$5.72	0%
San Juan District	Will train at Boot-Up Camp and support CyberCorps throughout the year. 50% of the EETT formula funds will be directly used for training and supporting the program.	8/15/2002	29.54%	$13.00	0%

Grand District	Will train at Boot-Up Camp and support CyberCorps throughout the year. The EETT flow through funding is allocated directly for technology and will have a direct effect on CyberCorps.	8/21/2002	21.48%	$6.75	0%
Piute District	Will train at Boot-Up Camp and will support CyberCorps throughout the year. 20 district notebook computers will be used at Boot-Up Camp. The EETT flow through funding is allocated directly to technology and district technology personnel and will have a direct effect on CyberCorps.	8/19/2002	23.21%	$6.85	0%
Uintah District	Will train at Boot-Up Camp and will support the CyberCorps throughout the year. The EETT flow through funding is allocated directly to technology and district technology personnel and will have a direct effect on CyberCorps.	8/27/2002	18.88%	$6.12	0%

Rich District	Will train at Boot-Up Camp and support the CyberCorps. All the tools and equipment needed for CyberCorps students will be provided through district funding. 100% of the EETT formula flow through funding will be used to help support and provide technical training for the program.	In Process	12.45%	$4.02	0%
S. Sanpete	Will train at Boot-Up Camp and support CyberCorps throughout the year. The EETT flow through funding is allocated directly to technology and will have a direct effect on CyberCorps.	In Process	16.47%	$5.61	0%
UEN	Provide hardware and software for training at Boot-Up Camp; provide high-end technical certification training for CyberCorps leaders.	NA	NA	NA	NA
USOE	Provide state evaluator and high school credit for CyberCorps students; help with training at the Boot-Up Camp.	NA	NA	NA	NA
Learn Key	Provide on-line technical training courses to participating school at a reduced cost.	NA	NA	NA	NA

SEDC	Will provide coordination, direction, training, and technical support for the CyberCorps program throughout the state.	NA	NA	NA	NA
CUES	Will provide coordination, direction, training, and technical support for the CyberCorps program throughout the state.	NA	NA	NA	NA
NUES	Will provide coordination, direction, training, and technical support for the CyberCorps program throughout the state.	NA	NA	NA	NA
SESC	Will provide coordination, direction, training, and technical support for the CyberCorps program throughout the state.	NA	NA	NA	NA
SWATC	Will provide facilities (computer labs and classrooms) for the Boot-Up Camp; will provide follow-up training.	NA	NA	NA	NA
Gen Yes	Will provide overall focus for program, training at Boot-Up Camp, CyberCorps instructional material, leadership and technical support.	NA	NA	NA	NA

Participating Schools

District	School Name	Percentage or Number of Students in Poverty	Criteria for Selecting this School	[Need of Technology/Low Performance, etc.]	Benefit from Grant $	Submitted Dec 2001 Survey yes/no
Iron	Cedar	25.16%	Poverty	Cedar High School's feeder schools have little local technology support in place; it can take up to several weeks for a technician to respond to a trouble ticket.	$7810	yes
Iron	Canyon View	35.90%	Poverty	Canyon View School's feeder schools have little local technology support in place; it can take up to several weeks for a district technician to respond to a trouble ticket.	$7810	yes
Iron	Parowan	42.47%	Poverty	Parowan High and its feeder school (Parowan Elementary) are a half hour from the district support staff and they have little technology support in place; it can take several weeks for a district technician to respond to a trouble ticket.	$7810	yes
Wash	Snow Canyon	14.78%	Poverty	Snow Canyon feeder schools have little local technology support in place; it can take several weeks for a district technician to respond to a trouble ticket.	$7810	yes
Wash	Dixie	21.37%	Poverty	West Elementary one of Dixie High's feeder schools is in Program Improvement Status.	$7810	yes

Wash	Pine View	11.4%	Poverty	Pine View feeder schools have little local technology support in place; it can take several weeks for a district technician to respond to a trouble ticket.	$7810	yes
Wash	Hurricane	34.82%	Poverty	Hurricane High and its feeder schools are a half hour from the district support staff and they have little technology support in place; it can take weeks for a district technician to respond to a trouble ticket.	$7810	yes
Wash	Enterprise	38.89%	Poverty	Enterprise High and its feeder school are an hour plus from the district support staff and they have little technology support in place; it can take up to a month for a district technician to respond to a trouble ticket.	$7810	yes
Kane	Valley	40.57%	Poverty	Kane County currently has one technician to respond to all technology requests. This means that the response time for many technical requests could take several days, if not weeks.	$7810	yes
Kane	Kanab	21.51%	Poverty	Kane County currently has one technician to respond to all technology requests. This means that the response time for many technical requests could take several days, if not weeks.	$7810	yes

Kane	Big Water	67.35%	Poverty	Big Water Schools is one-hour from the Kane District Office. In addition, Kane County currently has one technician to respond to all technology requests. This means that the response time for many technical requests could take several days, if not weeks	$7810	yes
Kane	Lake Powell	65.57%	Poverty	Lake Powell School is six-hours from the Kane District Office. In addition, Kane County currently has one technician to respond to all technology requests. This means that the response time for many technical requests could take several days, if not weeks.	$7810	yes
Garfield	Panguitch	33.19%	Poverty	Garfield County currently has two technicians to respond to all technology requests. As a result, there is a long wait time for technical requests to be filled.	$7810	yes
Garfield	Bryce Valley	55.80%	Poverty	Garfield County currently has two technicians to respond to all technology requests. As a result, there is a long wait time for technical requests to be filled.	$7810	yes
Garfield	Escalante	50.77%	Poverty	Escalante is an hour and a half away from the Garfield District Office. In addition, Garfield County currently has two technicians to respond to all technology requests. There is a long wait for technical requests to be filled.	$7810	yes

Beaver	Milford	41.80%	Poverty	Beaver School District has only one technician to respond to all technology requests. This means that the average teacher may wait many days before having a technology request fulfilled. In addition, Milford is at least an hour away from the Beaver District Office.	$7810	yes
Beaver	Beaver	29.48%	Poverty	Beaver School District has only one technician to respond to all technology requests. This means that the average teacher may wait many days before having a technology request fulfilled.	$7810	yes
Millard	Millard	35.74%	Poverty	Millard has just two technicians to respond to all technology requests. This makes the response time very lengthy.	$7810	yes
Millard	Delta	29.48%	Poverty	Millard has just two technicians to respond to all technology requests. This makes the response time very lengthy.	$7810	yes
Carbon	East Carbon	64.41%	Poverty	Petersen Elementary is one of Carbon High's feeder schools and it is in Program Improvement Status.	$7810	yes
Carbon	Carbon	24.91%	Poverty	Sally Mauroel Elementary is one of Carbon High's feeder schools and it is in Program Improvement Status.	$7810	yes

San Juan	Monticello	50.00%	Poverty	Monticello High and its feeder school are an hour from the district support staff and they have little local technology support in place; it can take up to a month for a district technician to respond to a trouble ticket.	$7810	yes
San Juan	Monument Valley	91.92%	Poverty	Monument Valley is in Program Improvement Status.	$7810	yes
San Juan	Navajo Mountain	80.85%	Poverty	Navajo Mountain High is four plus hours from the district support staff and they have no local technology support in place; it can take up to a month for a district technician to respond to a trouble ticket.	$7810	yes
San Juan	San Juan	47.96%	Poverty	Lyman Middle School is one of San Juan High's feeder schools and it is in Program Improvement Status.	$7810	yes
San Juan	Whitehorse	90.77%	Poverty	Whitehorse High is in Program Improvement Status.	$7810	yes
Grand	Grand Middle School	39.63%	Poverty	Grand Middle School and its feeder schools have no local technology support in place; it can take up to several weeks for a technician to respond to a trouble ticket.	$7810	yes
Piute	Piute	44.03%	Poverty	Piute High and its feeder schools have no local technology support in place; it can take up to several weeks for a technician to respond to a trouble ticket.	$7810	yes

Uintah	Uintah	25.57%	Poverty	LaPoint and Todd Elementary are feeds into Uintah High and both schools are in Program Improvement Status.	$7810	yes
Rich	Rich	46.20%	Poverty	Rich High School and its feeder schools have no local technology support in place; it can take up to several weeks for a district technician to respond to a trouble ticket.	$7810	yes
S. Sanpete	Gunnison	33.72%	Poverty	Gunnison High School and its feeder schools have no local technology support in place; it can take several weeks for a district technician to respond to a trouble ticket.	$7810	yes
S. Sanpete	Manti	28.37%	Poverty	Manti High School and its feeder schools have no local technology support in place; it can take several weeks for a district technician to respond to a trouble ticket.	$7810	yes

Form 3 – Budget Narrative and Budget

Budget Narrative: All funds will be spent in one of the following five places:

Boot-Up Camps. The first part of Boot-Up Camp will cost **$14,116**, and the second will cost **$19,196**. Gen Yes will provide training for the first Boot-Up Camp for a fee of **$4,500**. The remaining funds will be spent on travel expenses for the service center representatives, CyberCorps leaders, selected CyberCorps students, and school administrators. The expenses for the second Boot-Up Camp include training materials, travel expenses for trainers, CyberCorps leaders and up to six CyberCorps students per participating school. The technology training for the second part of Boot-Up Camp will be donated to the project by the participating district and regional technology teams.

CyberCorps Schools. Each of the 32 participating CyberCorps schools will receive **$6,200** to run their programs, **$700** of which will be given to Gen Yes for continued technical training and support. Of the remaining funds, the districts may use them on any or all of the following:

- Stipend for the CyberCorps leaders at **$25** per hour (if the CyberCorps class meets before or after school) up to **$4,500**(one hour per day for 180 day contract at $25.00 per equal $4,500).
- Purchase a class period up to **$4,500** for the CyberCorps teacher (if the CyberCorps class meets during the school day, this will be paid directly to the district to help cover the salary).
- Tools, software and/or hardware.
- Technical Support Documentation.
- On-line technical certification materials from Learn Key, Washington County business partner.

Mid-Year Review. The cost of the Mid-Year Review consists only of a meal and material expenses (travel expenses will be picked up by the districts and regions), **$500.**

Follow-up School Level Training. The CyberCorps schools will receive monthly technology training and support visits from Regional and District technology specialists at their own expense (no cost to the grant). To provide needed follow-up technical training for CyberCorps schools that the Districts and Regions can not provide**, $5,800** will be used to purchase the needed training and support for the schools.

State-Wide Evaluator. Five percent of the grant funds, **$11,901**, will be given to the State-Wide Evaluator for assessment.

Total Cost of Boot-Up Camp: $33,312.00
Total Cost to CyberCorps Schools: $198400.00
Total Follow-up School Level Training: $5800.00
Total for Mid-Year Review: $500.00
State Evaluator Cost: $11,901.00

Total Requested Funds: $249,913.00

Form 4 - Executive Summary (2 pages or less)

Title: CyberCorps-Students Supporting Teachers

Abstract
The CyberCorps program provides high-quality technical training and support to students who, in turn, give sustained, job embedded, just-in-time training and support to their teachers. The CyberCorps students are supervised by their CyberCorps leaders who are certified teachers at their schools. The CyberCorps leaders and students are trained at a state-wide Boot-Up Camp. Gen Yes, an Olympia, Washington-based organization that supports student-centered programs aimed at improving learning through the inclusion of modern technologies will provide training for the Boot-Up Camp. Representatives of the regional service centers (Northeastern Utah Educational Service Center, Central Utah Education Center, Southwest Educational Development Center, and South East Service Center), participating districts and other state technology experts will also provide training for the Boot-Up Camp. The CyberCorps leaders and students will receive continued training and support throughout the school year from the regional service centers, school districts, as well as Gen Yes. All participating schools have completed the December 2001 Ed Tech Survey. All of the ESEA Title II, Part D formula flow through money will be used for technology projects in the school districts. In addition, a percentage of the funds will be used to help support the CyberCorps program. The CyberCorps program sponsors professional development activities which align with the Utah State Development Guidelines for Staff Development, support the local/district/state technology and staff development plans, and provide strategies to incorporate formative data-based decisions. The CyberCorps program professional development activities propose to remedy specific issues using research-based best practices. The CyberCorps program uses combined urban/rural school district partnerships along with state, regional and business entities to improve the use of technology in instruction.

Needs
Currently, all teachers in Utah have at least one networked multi-media computer in their classrooms and limited access to computer labs. However, most teachers do not have the time nor the expertise to troubleshoot technology. In many schools, the only technical support is an off-site technician who supports many schools which are hours apart. When the district technology personnel cannot respond to technology requests in a timely manner, they have to call off-site vendors to fulfill these requests. Many of the schools, such as Lake Powell School in Kane County, are hours in distance from available technology support. Lake Powell School is six hours travel time from the district, regional and state support staff, and there are no local vendors or support systems available to this school.

In the participating high-need schools, project-based technology activities are impeded because of the lack of timely technical support. The CyberCorps program is designed to directly support researched-based teaching methodologies such as technology project-based learning.

Goals
The goals of the CyberCorps program are:

1. To provide teachers and students with just-in-time technology support and to make them aware of the technology tools available to help successfully integrate technology into a project-based learning environment.
2. To provide research–based staff development activities for school technology specialists and CyberCorps students, increasing their abilities to support technology integration across the State's Core Curriculum.
3. To develop a sustainable, reliable and local technical support program for the CyberCorps schools and their feeder schools.
4. To render assistance to the districts in meeting the goals and objectives of their five-year plans.

Form 5 - Project Details (6 pages or less)

Grant Title: CyberCorps-Students Supporting Teachers

Project Goals:

1. To provide teachers and students with just-in-time technology support and to make them aware of the technology tools available to help successfully integrate technology into a project-based learning environment.
2. To provide research–based staff development activities for school technology specialists and CyberCorps students, increasing their abilities to support technology integration across the State's core curriculum.
3. To develop a sustainable, reliable and local technical support program for the CyberCorps schools and their feeder schools.
4. To render assistance to the districts in meeting the goals and objectives of their five-year plans.

Project Steps:

May 2003--CyberCorps students, with the supervision of their CyberCorps leader, meet with community representatives to notify them of their availability to donate technical services to the community. *

August 4-8, 2003--Gen Yes and the Regional Service Centers partner to provide the first half of the Boot-Up Camp. During this hands-on, state-wide training, the CyberCorps leaders and two CyberCorps students from each school learn about the structure of CyberCorps, the Gen Yes curriculum, and the processes that can ensure success in their building of a CyberCorps program for their schools and their feeder schools. In addition, Gen Yes personnel will work with CyberCorps leaders to help them individualize the CyberCorps program so that it can work with their specific school situations. At the second half of the Boot-Up Camp, each school will send up to six CyberCorps students at which time the regional service centers, districts and other state technology experts will teach students how to use Gen Yes' resources, specifically, interpersonal and help-desk skills, technical troubleshooting, and software application support so that they can give teachers and students at their schools just-in-time technology help. Student ethics and access to sensitive technology data and resources will be covered in detail at Boot-Up Camp.

August 2003-May 2004 --Gen Yes will provide:

- A 238-page guide that gives the CyberCorps leaders both strategies for delivering a successful program and complete activities for ten units of study that they will work through with students during the year. The guide is aligned to the International Society for Technology in Education (ISTE) and the National Educational Technology Standards for Students (NETS) that has been integrated into the Utah State Core Curriculum.
- An online collaboration network that provides teachers and students throughout the nation a bulletin board and listserv where a wide variety of educational technology issues can be discussed.
- A comprehensive Gen Yes website that provides tools for the CyberCorps leaders and students to support their teachers.
- A toll free number that the CyberCorps leaders or their students can call to receive help desk support.

CyberCorps students provide technical support to the students and teachers as they utilize Internet resources, local network printers, file servers, and intra-school and district resources on a regular basis in the classroom to support a project-based learning environment. Regional Service Center and district representatives will provide monthly support and training visits to CyberCorps schools and their leaders. During these monthly visits, school-level administrators will receive guidance on aligning the classroom project-based activities to the Utah State Core Curriculum. The representatives will observe and discuss the benefits and challenges of the program and provide guidance in making formative evaluation decisions.

September 2003—Teachers at CyberCorps schools will take the Technology Infusion Survey to determine base line data for how teachers are currently infusing technology into the core curriculum. CyberCorps leaders

administer the simple skill-based survey to teachers in their school to determine base-line data for the technology skills. CyberCorps leaders collect quarterly evaluations from CyberCorps students regarding their accrued community volunteer hours (ten hours per month but not more than 15 hours is required) and support provided to teachers and students. *

January 2004-- Regional Service Centers implement the Mid-Year Camp. CyberCorps leaders will report the successful activities as well as the lessons learned from their programs to complete a formative evaluation. With this information, CyberCorps leaders will make formative decisions regarding more effective and efficient methods.

April 2004 --Classroom teachers of CyberCorps schools fill out an attitude survey which records perceptions of classroom student achievement and outcomes of infusing technology.**

May 2004-- Teachers at CyberCorps schools take the Technology Infusion Survey and the post simple skill-based survey to determine change.

* **Indicates community involvement ** Indicates gathering data regarding integration outcomes**

Project Evaluation:
Summative Data Teachers at CyberCorps schools will take the Technology Infusion Baseline Survey at the beginning of the school year. They will take it again at the end of the school year to determine growth. In addition, teachers will fill out a pre and a post simple technology skill-based survey. The data will be provided to the State Evaluator who can analyze it to determine change. Through our partnership with Gen Yes, Gen Yes will submit a summative evaluation report which will be given to School Board officials that shows all technology infusion that has taken place over the year.

Formative Evaluation District and regional service center representatives will contact CyberCorps leaders on a monthly basis to help CyberCorps leaders make formative judgments. In addition, the CyberCorps leaders will participate in a formative discussion to determine and share best practices to implement at their schools at the Mid-Year Review. Each CyberCorps student will log technology support activities for both the school and community. The CyberCorps leader and district technology administrator will review this log on a quarterly basis to see if any changes in procedure are necessary.

Project Research Basis:

- Archer J. (1998). The link to higher scores. Milken Exchange [On-line], Available: http://www.edweek.org/sreports/tc98/ets/ets-n.htm
- Cohen, C. D. (1996). Approaches to staff development: an examination of the relationship to and effects on instructional and professional use of technology in intermediate elementary classrooms in Cobb County, Georgia. UMI Dissertation Services, 9735690
- Hinson, S., Caldwell, M. S., &Landrum, M. (1989, October). Characteristics of effective staff development programs. Journal of Staff Development,
- Roderigues W. "Key Building Blocks for Student Achievement." (June 2001) CEO Forum School Technology Readiness Report, p. 8.
- Department of Education, "Exemplary and Promising Educational Technology Programs 2000" [On-line], Available: http://www.ed.gov/pubs/edtechprograms/
- Norman, M. "The Human Side of School Technology." (March 2000), Education Digest p. 45

There are no significant differences between the research-base and the CyberCorps project.

Project Narrative:
The participating high schools in this partnership will receive $6,700 to set up a CyberCorps program in their schools, servicing their feeder middle, intermediate, and elementary schools. The students involved in CyberCorps, will be supervised by a certified teacher who will receive technology training along with their

CyberCorps students and will be responsible for (at both their high schools as well as their feeder schools) a variety of technology training and support to help teachers integrate technology into the curriculum.

Leveraging Formula Funds—Competitive Priority:
The ESEA Title II, Part D formula flow through money will all be used for technology projects in the school districts. Accordingly, flow through money will also be used to support CyberCorps programs through funding technology support specialists at the district level and CyberCorps related technology projects. For more detail, see Absolutes Priority Form II. Every effort will be made to integrate the CyberCorps program into NLCB activities.

Size, Scope and Duration for Professional Development—Competitive Priority:
All Utah Staff Development Professional Guidelines are addressed in the CyberCorps model. More specifically:

There is sufficient **duration** to ensure a positive and lasting impact on classroom instruction. The support technicians in the CyberCorps model are high school students who are available on a daily basis at the school to provide technology support to teachers and students.

The CyberCorps program will **improve content** area teaching and learning by directly supporting project-based technology activities by giving teachers local technology support and reliable network infrastructure. According to a national study published in Education Week, "Eighth graders whose teacher used computers mostly for "simulations and applications"-- generally associated with higher-order thinking and project based learning activities—performed better on NAEP than other students" (Archer, 1998). District and regional representatives will train the school-level administrators regarding aligning the project-based learning activities with the Utah State Core Curriculum. In addition, project based learning addresses the strategies necessary to teach ALL students, with all learning styles. This will, in turn, ensure student improvement.

The CyberCorps program will **increase the number of qualified educators** because it will boost individual teachers' knowledge of how to effectively use computers and other technologies in their classrooms. As teachers receive more and more technical support and just-in-time training, their confidence in integrating technology into their curriculum will grow proportionately.

The CyberCorps program **aligns with state, district and/or school professional development plans** because each district and school has the responsibility to tailor the state-wide CyberCorps program to fit the needs and, more specifically, the five year plans of each of the schools in the districts. A complete listing of all the districts' five-year plans can be found at: http://205.125.10.9/5y/FMPro?-DB=5y&-Lay=all&-format=list.htm&-max=all&-FindAll=

The CyberCorps program is developed with **extensive participation of teachers, principals, parents and administrators**. The principal will initially select the CyberCorps leader and give continued support throughout the school year. In addition, through the regional and district monthly visits, the principal will receive guidance and in turn will provide leadership and direction to the teachers at the school. The teachers will be receiving just-in time technical help. The parents will be involved in two ways. First, they are community members and they will benefit from the volunteer hours that the CyberCorps students are required to donate. Second, they will benefit if their own child is a CyberCorps student because they will have access to tech support at home.

The Technology Infusion Survey and the simple technology skill based survey that the teachers take at the beginning of the year and then at the end of the school year will provide sufficient **evaluation data** for the State Evaluator. See Evaluation section for more information.

Professional Development Activities—Competitive Priority:

The CyberCorps professional development model will help provide a remedy to poverty and low test scores or failing school status using researched-based **best practices.** With the CyberCorps model, teachers will rarely have to wait longer than a few hours to receive technology support. Research has proven that teachers want and need just-in-time training. The training is more effective if it is directly located in the classroom of the teacher because they seem to have more control of the content of the training, and the training is more targeted to the teachers' specific needs (Cohen, 1996).

The CyberCorps professional development model provides strategies to incorporate **formative-data based decisions** in two ways. The first is the monthly visits from the Regional Service Center representative. The representative will meet with the CyberCorps leaders, students and administrators to discuss the programs strengths, weaknesses and possible remedies. The second is the Mid-Year Review conducted by the Regional Service Centers. In this meeting, CyberCorps leaders present school best practices.

The staff development model **aligns with state/local/district plan**. The CyberCorps model is flexible enough so that it can be tailored to meet the individualized needs of any participating school. In addition, during the Boot Up Camp, Gen Yes and Regional Service Center personnel will help individual CyberCorps leaders tailor a CyberCorps program that would be successful in their particular school.

Professional Development Model—Infrastructure Improvement /Technical Support
The CyberCorps model has two different aspects of professional development. One is the professional development the CyberCorps leaders and their students receive at Boot-Up Camp and throughout the year. The other is the professional development the classroom teachers receive from CyberCorps students and leader.

Professional Development Model for CyberCorps Leaders and Students.

The professional development the CyberCorps leaders and students receive happens in two different venues: the Boot-Up Camps and monthly visits and training from the regional service center and district representatives. At the first half of the Boot-Up Camp, the Gen Yes and the Regional Service Centers will partner to provide a hands on, state-wide training. The CyberCorps leaders, two CyberCorps students from each school, and possibly school administrators will learn about the structure of CyberCorps, the Gen Yes curriculum, and the processes that can ensure success in their building a CyberCorps program for their schools. In addition, Gen Yes personnel will work with individual CyberCorps leaders to help them individualize the CyberCorps program so that it can work with their specific individual school situations.

At the second half of the Boot-Up Camp, the Regional Service Centers and districts will partner with the CyberCorps leaders to teach students how to use Gen Yes' resources, specifically, interpersonal and help-desk skills, troubleshooting and software applications, so that they can give teachers at their schools just-in-time technology help as they implement technology project-based learning.

The second venue for staff development for the CyberCorps leaders and their students comes from the Regional Service Centers and school districts. A representative from each will make monthly visits to the schools and help the leaders and administrators make formative decisions.

Professional Development Model for Classroom Teachers

The professional development the classroom teachers will receive represents a shift from more traditional sit-and-get to job-embedded professional development for teachers. Research has found that staff development must be an incremental process with continuing follow-up, coaching and feedback (Hinson, Caldwell and Landrum,1989). The CyberCorps students provide coaching and mentoring for the teacher. Students also receive this type of training.

Student Academic Achievement—Grant Focus:

The CyberCorps project is based on peer-reviewed scientifically-based research. Gen Yes, the entity that will be providing the majority of the training and support for CyberCorps, received one of only two "Exemplary" awards from the Department of Education for educational technology programs. The award was based on: "(l) Quality of Program (2) Educational Significance (3) Evidence of Effectiveness and (4) Usefulness to Others." (D.O.E., 2000).

The CyberCorps program directly supports teachers as they integrate technology into their curriculum. Research sited in the CEO Forum School Technology Readiness Report 2001 shows that technology project-based activities increased student achievement. One specific research study that directly links student achievement to technology project-based learning is a study done at Drake High School in San Anselmo, California which shows that student achievement increased in the following areas: class grade point average rose 2.6 to 2.9 from 1992 to 1998, SAT scores improved from 450 to 560 verbal and 530 to 551 in math. Drake graduates continued to increase their attendance to higher educational institutions from 40 percent in 1993 to 82 percent (2000).

When project-based activities are applied to well-defined educational objectives, and integrated into the curriculum by trained teachers, education technology can produce dramatic results for students. Longitudinal research results of the state-wide implementations of technology with large-scale integration across the curriculum in Idaho and West Virginia have shown a corresponding boost in test scores across subjects and disciplines. West Virginia, specifically, experienced across-the-board increases in all basic skill areas; 11 percent of the gain directly correlates to the Basic Skills/Computer Education technology implementation 10 years ago. Basic Skills/Computer Education also proved to be more cost effective than other programs and effective with low-income and rural students. Students in Union City, New Jersey experienced boosts in standardized test scores in math. A four-year study demonstrated significant gains on the SAT when students participated in an integrated technology curriculum, scoring 54 points higher in verbal and 34 points higher in math.

Student Classroom Technology Access—Grant Focus:
The CyberCorps program specifically addresses high needs schools. All CyberCorps schools or their feeder schools are considered high need: school improvement status, rural, low technology, poor performing, high poverty schools. For more information, see Form 2. The CyberCorps program helps these high needs schools as it increases the human support system since every participating school will increase its technical support team by approximately six to twelve well-trained technicians.

Research by Milken Exchange found that as technology is used less for rote type learning, found in the drill and practice software packages, and more for higher-order thinking skills found in project-based learning environment, it seems to have a more positive effect on students (*Archer, 1998*). CyberCorps provides the support for teachers to implement classroom projects. As teachers increase the use of technology in the classroom for technology project-based learning it is imperative that technology support is increased as well. CyberCorps provides the much needed technical support and training that is necessary for the teachers to successfully implement technology into the classroom and allows for students to have meaningful technology experiences.

Partnership Priority—Competitive Priority:
<u>Urban-Rural Partnership</u>
Twelve rural districts will partner with one urban district, Washington School District. As a large district with over 20,000 students, Washington District is located in a community that has a great deal of connections and resources to share with the other smaller districts. Learn Key, a business partner located in Washington School District boundaries will provide professional training and instructional materials for CyberCorps participants at a reduced cost. Olympia, Washington based Gen Yes will provide curriculum, training and support to the CyberCorps program. CyberCorps will benefit from the expertise of an organization that services a wide range of schools in over eighteen states.

Educational Partnerships

The regional service centers and school district technology personnel will support CyberCorps students involved in this program. The technology staff (repair technicians, networking support, technology trainers and technology coordinators) will provide coordination, training and technical and educational support to the CyberCorps students. This will enable the students to keep up to date on district policies and procedures as well as the latest educational integration techniques. The Southwest Applied Technology College will provide facilities and trainers for the Boot-Up Camp. This includes technical support to ensure that all the software, hardware and infrastructure are sufficient to support the quality technology training during this camp. In addition, the Applied Technology College will provide follow-up training at a school level.

Current Infrastructure Limitations, Proposed Student Infrastructure, Proposed Teacher Infrastructure, Current Need for Technical Support

Current Infrastructure Limitation The current network infrastructure is being highly utilized by students and teachers for educational purposes. Current state-wide use is about fifty percent capacity which means that the networks are being utilized but not overly taxed. Educational resources such as video and real-time Internet sites cannot be utilized or this could put too great a burden on a school's network. Many of the participating schools have networks that are so inadequate (standard Ethernet) that it takes a class of students an entire class period for everyone to save their multimedia projects to a school server.

Proposed Student and Teacher Infrastructure. With the implementation of the CyberCorps program all students and teachers will receive timely technical support which will enable them to have access to Internet resources, local network printers, file servers and intra-school and district resources on a regular basis. The CyberCorps students will help design, implement and support certified category 6 wiring and high-speed networks in the schools. This access will help foster the desired project-based learning environment.

Current Need for Technical Support. The implementation of CyberCorps will fill a critical need in public schools in the rural areas of Utah: The need for job-embedded technology support for educators. Just because an educator has a computer in his classroom does not guarantee that students are going to learn better or more. Teachers need to be trained not only how to use the computer itself, but how to integrate the technology with their curriculum. Due to limited funding of education, the role of technology training and support for teachers traditionally falls to one of the regular classroom teachers on staff who must fulfill her technology responsibilities in addition to his/her teaching responsibilities. Many of these sites are extremely remote with little or no personnel with expertise in technology. Due to this lack of expertise and support, teachers are isolated in their attempts to utilize technology as a learning tool to enhance student learning. CyberCorps will help to infuse technology in the curriculum

Supporting Links

Gen Yes: http://www.genyes.org
Five year plans: http://205.125.10.9/5y/FMPro?-DB=5y&-Lay=all&-format=list.htm&-max=all&-FindAll=
CyberCorps Web Site: http://www.cybercorps.k12.ut.us
SWAT-Students Working to Advance Technology, http://www.edweek.org/tm/tmstory.cfm?slug=05swat.h14

Form 6 - Partnership letters of support